**Careers Education. Advice and Guidance Policy**

**April 2020**

**(Three-year review)**

1. **Statement of intent**

Good careers guidance is very valuable to ensure young people are to raise their aspirations and able to capitalise on opportunities available to them to achieve their best adult life. Our young people have equal and individualised opportunities to access careers guidance which is suitable and relevant to their future pathways.

1. **Values and vision**

The vision for young people in our school is that they achieve well and lead happy & fulfilled lives. We enable all learners to achieve the best possible educational and other outcomes, preparing them successfully for adulthood “Learning for life”.

A young person’s future reflects the progress they make in personal development, learning and work. At PRSC we have contextualised what the word careers means to our school community:

Learning which provides a person-centred approach to:

* Enable young people to have opportunities to develop skills to enable them to manage their own development
* Make life choices and decisions that will benefit their own wellbeing (healthy and happy)
* Contribute to the wellbeing of others as they progress into a fulfilled adult life, finding their right and rightful place in society.

Through the use of Route Maps we work to ensure that young people choose pathways that are right for them and where possible, achieve paid employment, independent living, housing options, good health, friendships, relationships and community inclusion. We want our young people to achieve personal and economic wellbeing throughout their lives.

**PRSC strives to:**

* Provide every student with access to Independent Careers Advice
* Empower students to make supported, appropriate and informed decisions about post 16 options
* Respond to the individual needs of every student
* Raise aspirations
* Provide equality of opportunity for all of our students

1. **Statutory requirements and expectations**

The careers provision at PRSC is in line with the statutory guidance developed by the Department for Education. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. Our Careers Leader, xxxxx is committed to providing a programme of careers education across the Centres, which meets the eight Gatsby Benchmarks for careers guidance:

1. A stable careers programme.

2. Learning from career and labour market information.

3. Addressing the needs of each pupil.

4. Linking curriculum learning to careers.

5. Encounters with employers and employees.

6. Experiences of workplaces.

7. Encounters with further and higher education.

8. Personal guidance (Gatsby Foundation, 2014).

The statutory guidance states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

* Be impartial
* Include information on a range of pathways, including apprenticeships
* Be adapted to the needs of the pupil

In addition, PRSC is compliant with the careers guidance that the government set out for delivery from 5 January 2018: ‘Careers Guidance and Inspiration for young people in schools.’ This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out under Provider Access.

1. **Learner entitlement**

All pupils have access to the following:

* Communication skills which underpin all learning and the ability to engage in learning and working with others effectively with increasing independence
* Emotional learning to give them the skills to deal with people and form positive relationships; to learn to reflect on their own emotions and actions and to learn from this
* Emotional well-being developing personal relaxation skills which they learn to apply in real life contexts for healthy lives
* Academic learning from the early developmental foundations and a breadth of subjects, leading to all learners gaining accreditations at a level of appropriate challenge for them
* Learning to be independent looking after themselves in practical ways, for example, their own personal care and tasks of day to day living in the home; as well as developing their independence and ability to be safe online and in the wider community
* Citizenship within the school community which starts with learning to take responsibility in our school community from sharing out ‘class jobs’; to specific roles such as coaches or club leaders or other roles which pupils have identified that they would like to undertake
* Engagement with enterprise activities
* Young people and their families are invited to a Somerset careers fair

1. **Engagement of stakeholders and partners.**

Young people & their parents/carers will be fully involved in decisions about their support and what they want to achieve. We want to raise the aspirations of young people, their families and the community by having an increased focus on life outcomes, including employment & greater independence.

The careers programme is designed to meet the needs of learners at PRSC. Activities are differentiated and personalised to ensure progression in their learning and development, and to strengthen their motivation and aspiration whilst giving young people the opportunity to think about what work they would like to do.

We work with partners to help young people realise their ambitions in relation to:

* Further education &/or employment (including exploring options & help from supported employment agencies)
* Independent living enabling choice & control over their lives/support/living arrangements
* Participating in society including having friends & supportive relationships & participating in the local community
* Being as healthy as possible

1. **Management and delivery**

The responsibility for the careers provision remains with career lead (Preparation for Adulthood Lead)

The role of the preparation for adulthood lead is to:

* Develop and adapt Centre’s strategy to embed work related learning across the school to encompass delivering all eight Gatsby Benchmarks
* Develop an action plan for careers education, to be kept constantly up to date
* Attend the Mendip Employment Forum
* Ensure the CEAIG Policy reflects the work of PRSC
* Ensure that the curriculum allows for development of key skills needed for the future, this includes bespoke CV writing sessions, Interview and interpersonal skills sessions and discreet Careers sessions as part of preparation for adult life (P4AL)
* Ensuring that all students are given opportunities to explore different types opportunities related to the world of work by overseeing and monitoring activities
* Commissioning 1:1 impartial information and guidance
* Celebrating the work PRSC is doing in this area across a range of platforms
* Support in accessing up to date information on local training providers
* Visits to Career’s Fairs where appropriate
* Access to an Independent Careers Adviser
* Enable students to access to open days and taster sessions

The role of the career’s advisor is:

* 1:1 impartial information and guidance
* Supporting with information for EHCPs
* Supporting planning of transition visits to colleges, internships, employment and guidance for pupils and parent/carers

The role of teaching staff:

* Ensure that students have regular, appropriate and meaningful experience of the world of work
* Contribute to careers education through their role as a tutor and subject teachers
* Be aware of their individual students’ potential pathways and careers guidance information provided to them
* Be aware of students work experience and have broad knowledge of their individual skills, qualities and interests
* Support pupils in researching appropriate courses at local FE and support their students to transition to Post 16 destinations
* Regular engagement of parent/carers in the conversation
* Ensure EHCPs are relevant to student's pathways and encourage independence skills, considering transition from year 8 and above
* Use Skills Builder and for it to be noticeable in displays, resources and evidenced in assessment.
* Aiming to be a focus of a minimum of two skills builder elements per class.
* Refer to the skills in work experience placements

Monitoring and Evaluation will be carried out by the Head of Centre and Chair of the Management Board.

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| **Drafted: Drafted October 2020** |
| **Reviewed:** |
| **Next Review:** |
| **Statutory policy: *Yes/No* On school website:** |